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ABSTRACT

A five-week summer workshop offered inservice training to twenty-eight intermediate and high school social studies and English teachers. Participants examined the concepts of conflict, power and authority, identity, and interdependence through content and team working sessions, ranging from games to lectures, and independent study in an effort to produce workable mini-units around the concepts. Rather than writing an original curriculum unit, emphasis was on coordinating available materials with the individual needs of the schools where the fourteen units would be taught by the participants. Contact will be made with teachers in a follow-up program by the DVEP staff who will visit classrooms to evaluate the effectiveness of the materials, to provide ongoing resource assistance, and to choose the best units for wider local distribution. Staff and participants evaluated the workshop favorably. Teachers plan to implement mini-units and other workshop materials in their classrooms. Staff members met their minimum goals of producing mini-units and having teachers volunteer to test-teach materials in their classrooms. (SJM)

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REPORT OF A SUMMER 1972 WORKSHOP

ON

"COPING WITH CONFLICT AND CHANGE IN OUR GLOBAL SOCIETY"

sponsored by

Diablo Valley Education Project

SP005052

The Diablo Valley Education Project is a cooperative project of the Center for War/Peace Studies and the Mt. Diablo Unified School District working to develop and implement curriculum ideas that will prepare students to cope constructively with issues of war, peace, conflict, global interdependence, and change. For more information, write:

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CONTEXT

The 1972 summer workshop was heir to a variety of workshop experiences the Diablo Valley Education Project has provided in recent years. Flexibility was required, since approximately half the participants were 'old friends' of DVEP from the Mt. Diablo Unified School District where the Project has traditionally concentrated its efforts, and half were new to the Project.

The mini-unit idea was designed to allow room for teachers starting at widely different points--some with a reserve of original or departmental materials waiting to be organized into a unit; some with considerable experience writing a unit; some with a group of favorite films in mind to 'do something with' and some with only a vague desire to do somehting about conflict and change in their classes.

Diablo Valley Education Project curriculum development workshops began in 1970 after the Project received the approval of Dr. James Merrihew, Superintendent of the Mt. Diablo District, to engage social studies teachers in the development of curriculum units on concepts related to war and peace. A War/Peace Curriculum Implementation Committee of nine teachers met three times in 1970; a second such Committee made up of twenty-two social studies, English and science teachers met twice the following year, and a third group consisting of fifteen members of the 1971 Committee and fourteen new teachers met in a 1971 summer workshop. Out of this concentrated effort in one district, seventeen units were developed--two of which are being considered for publication.

The DVEP concluded, however, that teachers should not be expected to be curriculum writers, and that their input to the curriculum development process should not be as direct as the DVEP had considered in the past. Therefore a new approach was launched: curriculum writing and publishing was shifted primarily to the national office of the Center for War/Peace Studies, and the Project began to focus its efforts on inservice teacher training activities in the Mt. Diablo District making use of existing curriculum materials, strengthening the community support structure of the Project, and using local curriculum writing as a means of teacher training.

During 1971-72, the DVEP has introduced a wide variety of materials and techniques to teachers attending various one-day workshops throughout the San Francisco Bay Area; for example, a China workshop co-sponsored by the World Affairs Council and San Francisco public schools, and several social studies conferences and conventions.

SUMMARY

The Diablo Valley Education Project's 1972 summer workshop provided an opportunity for twenty-eight social studies and English teachers to step outside their teaching routine and plunge into the deep waters of "Coping with Conflict and Change in Our Global Society." Over a five-week period from June 21 to July 19, participants examined the concepts conflict, power, and interdependence through content sessions ranging from games to lectures, and through independent study using DVEP and commercially published resource and curriculum materials. Teacher teams wrote "mini-units" incorporating some aspect of conflict or interdependence, for which they received four semester units' credit from St. Mary's College, Moraga, California. Workshop meetings were held at the Westminster Retreat in Alamo, California.

The wide variety of mini-units prepared by the participants illustrates the different needs of a typical cross-section of secondary teachers. For example, one teacher who has spent several years researching and teaching the topic "war and peace" refined his ideas into a comprehensive unit using some published materials and others of his own. In another case, a unit on conflicts among Chinese immigrants arose from a need felt by two teachers in a predominantly Chinese school in San Francisco. Because of the short time period of the workshop, the emphasis was on linking together existing DVEP or commercially available materials, rather than writing a completely original unit.

The fourteen mini-units produced are to be taught this year by the authors. The DVEP will conduct a follow-up program to determine classroom successes and failures, to provide ongoing resource assistance, and to choose the best units for wider local distribution.

During the workshop, participants were invited to dine on a banquet of curriculum materials selected along the concept lines of conflict, power and authority, identity, and interdependence. These were available for home use throughout the workshop. As a possible future activity separate from writing a mini-unit, participants responded warmly to the idea of borrowing class sets of commercially developed materials and evaluating their effectiveness for the project.

PURPOSES OF THE WORKSHOP

- To deepen the teachers' understanding of the concepts conflict, power, identity, and interdependence and the classroom techniques of simulation, role-playing, and inquiry.

- To produce workable mini-units designed around one of the concepts and built in part around course content with which the teacher is already familiar, in part on existing DVEP and commercial materials.

- To involve teachers in a test-teaching and evaluation of materials for the DVEP to enhance their own teaching and to provide DVEP with feedback as the Project features the materials in its upcoming programs.

- To provide an experience of collective intellectual inquiry and professional camaraderie in a relaxed, informal setting -- a mixture usually unavailable to teachers and, as they say, badly needed.

STAFF FOR THE 1972 SUMMER WORKSHOP

Robert Freeman	Director, Diablo Valley Education Project
George Larson	Teacher Associate, DVEP
Pat Nyhan	Staff Assistant, DVEP

CONSULTANTS

David N. Daniels, M.D.	Stanford University Medical Center Lectured on "Conflict: In Theory and in Practice"

The following teachers discussed their experiences writing curriculum units:

Bruce Borad and Dick Fagerstrom	College Park High School Unit on Conflict and Environmental Issues
Ted McKinnon	Mt. Diablo High School Unit on Military Obligation and the Individual
Nelson Shelton	Pleasant Hill High School Unit on The Conflict Spiral: Sarajevo 1914, Cuba 1962
Sharon Vogt	El Dorado Intermediate School Unit on The Origins and Universality of Conflict

PARTICIPANTS*

Workshop participants were a pleasingly mixed group. Of a total of 28 people, 18 were high school and 10 were intermediate teachers. The breakdown on subjects taught was: 16 social studies, 12 English, one science, and one math/French. Twelve of the 28 were from the Mt. Diablo District; the remainder came from districts in San Francisco and surrounding Bay Area communities. Teaching environments represented ranged from urban ghetto to suburban middle class to rural. Despite these differences, writing teams were quickly formed, and most people felt they benefited from the variety.

Recruitment was handled purposely to draw on such a range -- in contrast to the DVEP inservice program in Mt. Diablo District alone. Advertising flyers were mailed to all social studies and English department chairmen in Contra Costa County schools and selected schools in the Bay Area.

Four observers visited the workshop:

Professor David Marvin, Department of International Relations, San Francisco State College, and member, Executive Committee of the DVEP;

Connie Maske, San Francisco regional director, American Freedom from Hunger Foundation;

Gary Millar, Evaluation and Research Associate, Institute for Educational Development, New York (IED is currently conducting an evaluation of the DVEP);

Jim Struve, Center for Conflict Resolution, Madison, Wisconsin.

*See List of Participants in Appendix.

WORKSHOP FORMAT

Participants met in a retreat setting four times: June 21-23 (including two overnights), June 28, July 12 (intermediate teachers only), July 13 (high school teachers only), and July 19. The first two sessions were mainly for presentations, activities, previewing materials, and beginning team work. Participants gave presentations on their mini-units at the final session.

This format was designed to allow for maximum input from the staff at the opening session, with plenty of time allotted to group activities in which participants got to know each other. In later sessions, a more flexible schedule allowed for team work meetings and individual review of materials -- including viewing of films and filmstrips. Meeting roughly once a week gave the teachers adequate time to work on the mini-units on their own. Optional activities were offered at several points, since this group expressed diverse interests.

Perhaps the most successful ingredient was the comfortable atmosphere at the retreat. Relaxed surroundings, shared meals, swimming, the chance to continue discussions late into the night, and several "where we're at" discussions all contributed to a group closeness which became increasingly important as a backdrop for activities and discussion about conflict.

CONTENT SESSIONS

"Conflict" was the organizing concept for most of the workshop activities. After receiving a strong dose of rather sobering statistics about the future of man as a violence-prone species (talks by Bob Freeman and Dr. Daniels) and of conflict-producing exercises (in particular, the game "Starpower" played the first evining), participants became concerned that "nothing we're doing here seems to show methods of resolving conflict." Thereafter, an attempt was made to involve people in activities inducing cooperation. For example, "The Road Game" was played a second time to see if players would choose to cooperate (by and large, they did not); a participant led three small group exercises designed to provide an illustration of interpersonal cooperation (this was quite successful); and more time was set aside for discussing why we were often conflicting instead of cooperating.

On the technical side, most participants needed a good deal of guidance on how to write a curriculum unit, so several presentations in the first session focused on learning theory, classroom questioning strategies, and lesson planning strategy. The following points were stressed: tackle only one concept; outline objectives; provide a few good activities; demarcate "student materials," "teacher's guide," and "special materials needed to teach the unit." For the mini-unit, participants could choose from several options:

a. Use commercial unit(s), explaining the relation to existing curriculum;
b. String together existing activities;
c. Modify or create an activity;
d. Create a unit from whole cloth.

The completed products reflect this range. (See appended Summaries of Mini-Units.)

TEAM WORKING SESSIONS

After the first day, 14 teams were formed (including five people who worked on their own). Staff members assisted with organization, focus, and resources. In several cases, teams met at least once outside the workshop. Since many teams were drawn from different districts, hopefully a cross-fertilization process has been initiated.

MATERIALS

Each participant received 20 hand-outs as background and "starters" for writing units on conflict: game and role-playing descriptions, Intercom booklets, learning theory write-ups, and sample unit exercises. Demonstration sets of commercially published social studies units were on hand for preview, as were 12 films, three filmstrips, slides, and games. A lending library of some 75 selected materials was available throughout the workshop.

FOLLOW-UP

Mini-units are currently being reviewed and evaluated. The most promising ones will be distributed to other teachers. A schedule will be drawn up showing when units will be taught so that as workshop participants teach the units in their own classes, DVEP staff can visit classrooms (upon arrangement with the teacher) and offer further assistance with materials.

Nine participants signed up to teach and evaluate commercially published units next year in return for a loaned class set from DVEP. Staff will maintain contact with these teachers, and weekly log sheets and written evaluations will be collected at the end to aid DVEP in making judgments about further materials purchases. All workshop participants may be given further opportunity to work together at a second course designed exclusively for teachers who have attended this summer workshop or its equivalent. Such a course was suggested by several participants this summer and will be given serious consideration by the staff.

EVALUATION

Participants

Responses on questionnaires and informal feedback show that participants got more from the workshop than they expected, that they intend to use a number of workshop materials besides their mini-units in classes this year, and that the balance between content and team working sessions was about right. They felt unanimously that more ideas and techniques for coping with conflict (as suggested by the course title) should have been provided. Participation exercises such as games were preferred over abstract presentations (though everyone thought highly of Dr. Daniels' talk); but at the same time, many thought that too many games had been played.

The English teachers complained, justifiably, that although English teachers had been recruited, few English materials were on hand; and that while many of DVEP's offerings were of an inter-disciplinary nature, most were designed for social studies teachers.

A question raised by several teachers during the course of the workshop went unanswered: "How can I survive at my school during the next school year and do so with dignity?" These teachers indicated that the marked contrast of stimulating contact with peers at the summer workshop to a hostile environment at the local school depressed them. These teachers expressed a need for coping behaviors and to hear how other teachers had been able to deal with these problems.

The most consistently mentioned "plus" was the chance to meet informally to share ideas with other teachers. Asked what they liked best about the workshop, many replied, "the people." This would suggest that perhaps the most helpful kind of resource assistance offered by DVEP this summer was human.

Staff

This workshop was an interesting departure from past DVEP workshops. Staff members felt that the minimum goals set were reached: teachers were introduced to the concepts of conflict, power, and interdependence (though exactly how deepened their understandings were is difficult to measure); mini-units were produced satisfactorily so that everyone received course credit; some teachers did volunteer to evaluate materials; and the workshop was successful in providing an experience of collective intellectual inquiry in a warm, open atmosphere.

By reducing the scope of the curriculum product expected this year and shifting the emphasis to existing materials, chances of participants completing mini-units with a minimum of frustration were increased. Even so, enough frustration did arise so that more staff members to work with individual teams would have been welcome. Due to time pressures, some mini-units were completed which did not adequately focus on a concept.

EVALUATION (cont.)

The more general problem of group frustration over not experiencing conflict resolution was not really solved. Materials must be found which realistically demonstrate cooperation and other methods of resolving conflict. Time did not allow for enough group discussion about this, nor for more specialized group activities some people desired.

On the whole, however, flexibility in scheduling group discussion, team meetings, and content sessions was one of the workshop's greatest strengths. After the opening session, the schedule evolved progressively out of participants' needs as they came up.

APPENDIX

1. Workshop Schedule
2. List of Participants
3. List of Materials
4. Summaries of Mini-Units

WORKSHOP SCHEDULE

June 21, 5:00 P.M. - 10:00 P.M:

Who's Here? A group activity designed by NTL Institute to introduce members of a new group.

Star-power A simulation that stresses the concepts power and authority.

Informal Discussion

June 22, 9:00 A.M. - 9:00 P.M.

Delgado and Jones Horse Story A problem-solving exercise focusing on the difficulty of starting learning on an abstract level.

SMORTS à la DVEP An introduction to the "SMORTS" teaching behavior framework, concentrating on accepting behaviors and questioning strategies.

Film: "The Drowning Bay" Film on man's impact on San Francisco Bay, shown here as a curriculum sample around which to design SMORTS questions.

Coping with Conflict and Change in Our Global Society -- Why Bother? A talk by Bob Freeman.

Filmstrip: "Earth Island" Illustrates man's interdependence.

What is Your Task in this Workshop? Participants' options outlined:
a. Write mini-unit to be used in the fall.
b. Test DVEP units, exercises based on concepts power, conflict, and interdependence.
c. Do a media package.
d. Rework a game, string together exercises, etc.
e. Try inquiry, role-playing, and simulations.

A Lesson Planning Strategy Theoretical base for designing a lesson plan containing the elements Input, Organization, and Expression.

Conflict: In Theory and In Practice A talk by David N. Daniels, M.D., on violence in America, opened with playing of "Prisoner's Dilemma" exercise.

Informal Discussion

WORKSHOP SCHEDULE (cont.)

June 23, 9:00 A.M. - 4:00 P.M.

Coca Cola's Ecology Game (Interdependence)

The Road Game (Conflict and Cooperation)

Bomb Shelter Game (Values)

Films (participants preview on their own)

Team Planning and Review of Resource Materials. Staff assistance available in library and in teams.

Discussion

June 28, 1:30 P.M. - 8:30 P.M.

Team Working Sessions
Feedback. Teams give unit progress reports.

Team Working Sessions

Optional Team Work or Activity: Marble Game, films, filmstrips

The Road Game played in a fishbowl set-up

The Walnut Game played in a fishbowl set-up

July 12 [intermediate teachers only], 1:30 P.M. - 8:30 P.M.

Sharon Vogt's talk on her experiences writing the unit "Origins and Universality of Conflict."

Feedback. Where you are, team by team. Reiteration of DVEP expectations: Write the mini-unit so someone else can teach it, include Teacher's Guide, Student Materials, Objectives, Special Materials (e.g., films). Four options are open:
a. Use commercial unit(s), explaining relation to existing curriculum.
b. String together existing activities.
c. Modify or create an activity.
d. Create a unit from whole cloth.

Team Working Sessions

WORKSHOP SCHEDULE (cont.)

Introduction of Commercial Materials
- Dealing with Aggressive Behavior
- Voices for Justice
- Justice in Urban America
- Law
- From Subject to Citizen

Discussion

July 13 [high school teachers only], 8:30 A.M. - 4:30 P.M.

Feedback.

Team Working Sessions

Lifeboat, The Militants are Coming, Design a Group Symbol.
Three group exercises on conflict and cooperation led by participant.

Introduction of Commercial Materials
- American Political Behavior
- From Subject to Citizen
- Simulating Social Conflict

Introduction of DVEP Units
- Nelson Shelton on his unit "The Conflict Spiral: Sarajevo 1914, Cuba 1962"
- Bruce Borad and Dick Fagerstrom on "Environmental Issues"
- Ted McKinnon on "Military Obligation and the Individual"

Team Working Sessions

Discussion

July 19, 1:30 P.M. - 8:30 P.M.

Feedback

Presentations by Participants Describing their Mini-Units.

LIST OF PARTICIPANTS

Name	School	District	Subject	Grade
Mary A. Bergamini	(On leave)		English	
John Blake	Campolindo High	Acalanes	English	11, 12
Barbara F. Brown	San Leandro High	San Leandro	U.S. History Psychology Government	11, 12
Lynn Bush	Mt. Diablo High	Mt. Diablo	Film as Art Modern Lit. as Social Criticism	10-12
Greg Danelz	Terra Linda High	San Rafael	U.S./World History	10, 11
Dennis B. Facchino	American High	Fremont	World Cultures	9, 11
Frances D. Friss	Ygnacio Valley High	Mt. Diablo	English	9-12
Lois Mini Fryer	Oak Grove Intermediate	Mt. Diablo	Soc. Studies English Drama	8
Arlene L. Gierke	Mt. Diablo High	Mt. Diablo	English	9-12
Nancy Caryl Gillis	De Anza High	Richmond	English	9-11
DeWitt Glasgow	Irvington High	Fremont	World History Geography	9, 10
Deborah Janke	Valley View Intermed.	Mt. Diablo	Language	8
Albert Kain	Antioch High	Antioch	Government Economics	12
Eileen Kennedy	Herbert Hoover Jr. High	San Francisco	History	7 - 9
Rosemary M. Kowalski	Riverview Intermediate	Mt. Diablo	Soc. Studies Language Arts	7
JoAnn McNally	Herbert Hoover Jr. High	San Francisco	Mathematics French	7 - 9
Dorothy E. Maylott	Mt. Diablo High	Mt. Diablo	Freshman Eng. Pub. Speaking Bible Lit.	9-12

LIST OF PARTICIPANTS (cont.)

Name	School	District	Subject	Grade
Walter E. Perry	Oak Grove Intermediate	Mt. Diablo	Soc. Studies	7, 8
Patrick K. Preminger	George Washington High	San Francisco	U.S. History	11
Glen W. Pritzker	Antioch	Antioch	English Journalism Poetry Drama	11,12
Linda Ramon	Charlotte Wood Jr. High	San Ramon Valley	Spanish The Domestic Animal	7, 8
Myra J. Redlick	Riverview Intermediate	Mt. Diablo		
Ronald R. Remington	Pacifica High	Mt. Diablo	Soc. Science U.S. History	9-11
Tris' (Beatrice) Roost	Berkeley High West	Berkeley	World History	9
Sandra Y. Seale	McClymonds	Oakland	English	10-12
Michael Tierney	Portola Jr. High	Richmond	Soc. Science	9
Ruby Wilhite	Riverview Intermediate	Mt. Diablo	Soc. Studies	8
Jacqueline M. Woodruff	Clayton Valley High	Mt. Diablo	Soc. Studies	12

LIST OF MATERIALS

Each workshop participant received the following materials:

Focusing Concept/ Technique	Title	Original Source
CONFLICT	Guide to the Concept: Conflict	Robert Freeman, DVEP
	Excerpts from Unit I on Patterns of Human Conflict	David King, CW/PS
	Gas Station and Chicken	George Larson, DVEP
	Curriculum Materials on War, Peace, Conflict, and Change: An Annotated Bibliography	CW/PS
	Reprint Lost on the Moon from Dealing with Aggressive Behavior	Educational Research Council of America
	Cooperation Squares	NTL Institute
	The Road Game (reprint)	Herder & Herder
	Simulating Social Conflict from Episodes in Social Inquiry Series	Allyn & Bacon
INTERDEPENDENCE	Intercom on Development: New Approaches	CW/PS
	Global Dimensions: The Secondary School	CW/PS
POWER/AUTHORITY	Starpower	SIMILE II
	Excerpts from American Political Behavior	Ginn & Co.
	Reprint Negotiations Game (Constitutional Convention) from From Subject to Citizen	Denoyer-Geppert
	A Court Hearing and Case I reprints from Voices for Justice	Ginn & Co.
ROLE-PLAYING	Reprint Steps on Role-Playing from Role-Playing for Social Values	Prentice-Hall
INQUIRY	"Eager to Learn" Basic Teaching Behaviors: Questioning Strategy and Accepting Behavior	Dr. Arthur Costa, Sacramento State College
	Suggestions on Writing a Curriculum Unit and Diagram by Riverview Intermediate School's social studies department	Jack Fraenkel, San Francisco State College

SUMMARIES OF MINI-UNITS

1. ALL IN THE FAMILY

Arlene Gierke, Mt. Diablo High
Dorothy Maylott, Mt. Diablo High

Family conflict and individual decision making as mirrored in 9th grade fiction, based on a play, a selection of novels, games, role-playing, and newspaper editorials.

2. CHINESE IMMIGRATION: CONTRAST, CONFLICT, CONSPIRACY IN MICROSCOPE

Eileen Kennedy, Herbert Hoover High
Joanne McNally, Herbert Hoover High

A four-week unit dealing with conflicts of Chinese immigrants arriving in the U.S. during the period 1850 to the present.

3. CONFLICT BETWEEN AUTHORITY AND INDIVIDUAL RIGHTS IN A NATIONAL EMERGENCY: A Case Study of Japanese-American Relocation

Barbara Brown, San Leandro High
Jacqueline Woodruff, Clayton Valley High

An examination of how during times of crisis individual rights are often suspended in the name of expediency, using readings, films, and speakers.

4. THE DOMESTIC ANIMAL

Linda Ramon, Charlotte Wood Junior High

A unit on the observation of territoriality, population, and aggression in animals and the parallels seen in human society, in terms of how conflicts arise and are resolved.

5. AN EXAMINATION OF SEX ROLES AND CONFLICT

Dennis Facchino, American High
Nancy Gillis, De Anza High
Deborah Janke, Valley View Intermediate
Tris Roose, Berkeley High, West Campus

An inquiry into conflict and aggression, with special emphasis on male and female roles.

6. THE GLOBAL CORPORATION

Walter Perry, Oak Grove Intermediate

A unit of two weeks for 8th grade social studies with emphasis on global interdependence. Includes definition, significance, problems, and positive gains that can be derived through a world-wide economic system.

7. HUMOUR AND CONFLICT

Patrick Preminger, George Washington High
Glen Pritzker, Antioch High

A recommendation for using humour as an investigative tool to examine conflict and conflict resolution.

8. IDENTIFICATION OF CONFLICT IN THE RIVER COMMUNITY

Mary Bergamini (on leave)
Rosemary Kowalski, Riverview Intermediate
Myra Redick, Riverview Intermediate
Ruby Wilhite, Riverview Intermediate

Identification of sources of conflict in the community and investigation of "peaceful" solutions to those conflicts.

9. INTRODUCTION TO CONFLICT
and
ROLE-PLAYING

Lois Mini Fryer, Oak Grove Intermediate

A unit on conflict examining what conflict is, types of conflict, and methods of resolving conflict. Includes a rewrite of a second unit on roles and role-playing for application to 8th grade social studies.

10. INTERACTIONS BETWEEN GROUPS WITHIN A NATION

Sandra Seale, McClymonds High
Michael Tierney, Portola Junior High

A unit on man's interdependence through cultural, religious, political, and ethnic group interaction.

11. NEWS MEDIA AND SOCIAL SCIENCE

Al Kain, Antioch High
Ron Remington, Pacifica High

Analysis of the role of media as a means to forming objective opinions; a unit based on films.

12. PARALLEL SOCIETIES

Greg Danelz, Terra Linda High

A simulation on conflict and conflict resolution within and between two societies (one democratic, one authoritarian) intended for use with any conflict-related subject matter.

13. VALUES IN CONFLICT

John Blake, Campolindo High
Lynn Bush, Mt. Diablo High
Frances Friss, Ygnacio Valley High

Examination of how our systems of values can influence our behavior in dealing with conflict.

14. WAR AND PEACE

Dewitt Glasgow, Irvington High

A study of conflict: its nature, origins, dynamics, resolution, and effects, with major emphasis on war prevention through non-violent and cooperative processes.